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CANADIAN HOME ECONOMICS ASSOCIATION

- A Personal Philosophy of Home Economics
- The Challenge of Change in Education at Home and Abroad
- Systems Approach
Another Look at Family Management
- Socio-Cultural Factors and Their Influence on the Attitudes and Concerns of Youth



CANADIAN HOME ECONOMICS JOURNAL

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PRESIDENT'S MESSAGE

By the time you receive this summer issue of the Journal, Board of Directors Meeting and Annual Meeting will be over. We hope that those of us who represent the membership of the Association will have acted in your best interests with regard to policy and decision making.

The people who help to make these policies and decisions are introduced to you each month through the "Who's Who" column of the Journal. Beginning with this issue we shall also be introducing members of the Journal staff so that you may know "WHO'S WHO" in this important link with our membership.

If you have ever been in the time-consuming business of editing and publishing, especially in a volunteer capacity, you will certainly join with me in commending not only our present Journal staff, but indeed, all those who have contributed to its production and content through the years.

Moxine COCHRAN

A PERSONAL PHILOSOPHY OF HOME ECONOMICS

by SANDRA L. JOHNSTON

Some years ago Professor W. O. Atwater said,¹

"The science of household economics is now in what chemists call a state of supersaturated solution which needs to crystallize out. Sometimes the point of a needle inserted will start such crystallization."

This quotation struck me as being most applicable to the state of my mind after three years and, more especially, one term in the College of Home Economics. The ideas and impressions gathered during this time had formed a solution thick with unvoiced, unformed thoughts and conclusions which required "the point of a needle", or the demand that my philosophy be set down on paper, to cause them to coalesce into more coherent form. I firmly believe in the viability of possessing a philosophy of home economics, not only to enhance the public image of the subject, but also to be myself more secure in my chosen field.

The "needle inserted" has proven to be somewhat more difficult a task than I first anticipated. I chose, as the starting point for this philosophy paper, the dictionary's definition of philosophy: originally, a love of wisdom or knowledge; a study of the processes governing thought and conduct; a study of human morals, character and be-

havior. Though impressive and undoubtedly accurate, this definition is too abstract to be able to apply it, with concrete facts, to myself. I found it necessary, for the purpose of clarification to re-define philosophy in my own terms: a number of beliefs arrived at through first impressions, learning experiences, deductive reasoning, possession or lack of knowledge and other desirable and not so desirable means which, while being completely susceptible to change, are uniquely my own. Further, it is inevitable that my personal philosophy of home economics will become indistinguishable at times from my personal philosophy of life, for home economics is part of my life and living is part of home economics.

I have chosen to break this paper down into three main areas of discussion: (1) home economics education, (2) home economics as a profession and (3) myself as a home economist. These areas are far from discrete in themselves, their boundaries being very vague, but they seem to represent the primary fields of thought about which my young philosophy has concerned itself.

Home economics education

It is unfortunate that home economics on the high school and on the university levels has become confused in the minds of so many. The vocational outlook of the former is in reality a far cry from the more all-encompassing outlook of the latter. I believe

¹ A term paper submitted to Dr. E. C. Simpson in partial fulfillment of the requirements of Home Economics 473A, December, 1970, College of Home Economics, University of Saskatchewan.

that home economics training in university is very important. It not only teaches us students the skills and competances of homemaking, but it also teaches us the ability to infuse in others the concept of the importance of, as Mrs. Ellen H. Richards would have said, "right living". Growing numbers of home economists are beginning to be found in positions of guidance, consultation and teaching in all areas of human concern:⁴

"1. family relationships and child development.

2. consumption and other economic aspects of individual and family living.

3. nutritional needs and the selection, preservation, preparation and use of food.

4. design, selection, construction and care of clothing and its psychological and social significance.

5. textiles for clothing and for the home.

6. housing for the family and equipment and furnishings for the household.

7. art as an integral part of everyday life.

8. management in the use of resources so that values and goals of the individual, the family or of society may be attained."

Something which is perhaps self-evident in the list above but which, I believe, deserves extra stress is the human approach which home economics takes in every field which it permeates. Thus, for example, a design major not only learns the in's and out's of construction materials and interior finishes; she also becomes acutely aware of how certain color combinations, certain furniture arrangements or

certain lighting techniques will affect the psychological and social behavior of people within that room.

It is at the university level that we as home economics students become aware of the erroneous, if not completely false, impressions that many of our peers hold with regard to our college. We call it the "image problem" and we bemoan its existence; we shake our heads; we talk it to death, suggesting both aggressive and defensive tactics to take to remedy the situation; and finally (I highly suspect), we allow it to sink to a decidedly lower level of importance on our scale of perspective when we graduate. I consider this a consummation devoutly to be wished for the overwrought issue because I believe it is for the most part merely an academic question. When we are out in the field, dealing with individuals rather than some faceless, misinformed power, our professional image will depend on how we perform, not on the classes which we have studied at university.

I must say, however, that there is one very striking example of misrepresentation, albeit wide-eyed and innocuous, which we students of home economics seem frequently to fall back upon when faced with the appellation of "cookers and sewers"; that is, that we are a science based field, evidenced by our degree, a Bachelor of Science of Home Economics. Although the home economics movement

"... grew out of a realization of the lag between the findings of science and their applications where they would be of untold value to mankind — in the home"

the emphasis today is less completely on the physical sciences, and more on

the social sciences. I believe that this shift was for the good, even though it tends to be less impressive than the field of pure scientific endeavour. What is not good is our insistence on our thorough science background. In many universities, this simply is not true. Rather, we should tout the fact that home economics is one of the few, if not the only field which attempts to combine these two, the physical and social sciences, towards effective application to the problems encountered by individuals and families. In so doing, we are following the precepts of Mrs. Ellen Richards who said⁴,

"The well-educated young women (of the future) will blend art and science in a way we do not dream of; the science will steady the art, and the art will give charm to the science."

There is a growing concern about whether or not home economics will become more diversified, perhaps over-extending itself, or whether it will allow its momentum - gathering offshoots (notably housing and design and dietetics) to split away and become entities in themselves. To explain my thoughts on this I must reiterate: I think the prime purpose of home economics is to relate the concept of human beings, and all the aesthetic, physical, social and emotional factors which that implies, to the areas of education, research, business, government and international service. This means that home economists must have some training in these areas in order to be at least conversant with some of the problems they will encounter. To be home economists, however, they must also have received training in this field. Since time during a university career is

a very limited quantity I tend to think that it should be spent giving the strongest basis possible in home economics, on the understanding that further study or on-the-job training would supplement the home economist's ability to work in a given position. I will deal with this matter again later in this paper.

Home economics as a profession

I believe that home economics is a useful, needful field: it is socially conscious, progress-oriented and it deals with areas all too often overlooked in today's fast-paced world — the individual and the family. Its eligibility to be called a "profession", however, has been questioned by some.⁵

"These three attributes: a common fund of knowledge, responsibility for service, and an altruistic attitude toward financial gain together contribute to the philosophy characteristic of any professional group. Furthermore, in order to attain professional status it is commonly accepted that such a group must develop some professional specializations, undertake research in its own specific field, establish professional associations and journals, and provide professional leadership."

Home Economics is admittedly weak in a good number of these criteria, but the fact that it is working diligently to overcome its shortcomings qualifies it, at least in my mind, to be called a profession.

The governing body which organizes the gross activities of home economics in Canada is the Canadian Home Economics Association. It has been suggested that the CHEA exert more

influence over home economists to "pull up their socks", to keep abreast of the times. I cannot believe, however, that motivation to do so will be successfully achieved by such mandates. Rather, the concept of motivation to keep informed of the changes made in one's area (and elsewhere!) must be introduced and assimilated during the training period, that is, at university. I do think that CHEA should set certain standards which home economists must meet to become a member, although at the same time I recognize the difficulty involved in setting basic standards to be met by home economists who have branched out into distant and diversified areas. These standards are necessary because it is of paramount importance that home economics maintain and ameliorate its relevance to the life of individuals and families.

This brings us, by round about way, back to the issue hinted at previously: is a person a home economist by virtue of his/her training in that college even though he spends his time working in a field far-removed from such studies, or, can any person working in a position tailored to the training a home economist receives be termed a home economist? I believe that it is the university training, together with the attributes and the personality which decided that person to start and complete such an education, which makes the true home economist. And because his training has been to work with, and for the betterment of people, he will find its application in any field he may choose. But the person working in a position which *could* be filled by a home economist does not qualify to be called one, simply because he has not

the undergirding framework of the application of the concepts of the sciences and arts to humanity.

The committee on new directions for home economics has suggested that these are the challenges of the profession today:⁴

1. serve more individuals and families and serve them more effectively.
2. expand research and focus it on needs of individuals and families.
3. strengthen education for the profession."

I suggest that there are two other matters which can be viewed as definite challenges to the profession. The first is the matter of the name. It is exciting and invigorating to contemplate a new name for home economics; one which embodies more correctly all that home economics as a profession does; one which makes the people of the community and the world sit up and take notice and become more aware of the field; one which arouses the interest and stifles the prejudices held in the minds of men against home economics; one which unifies the profession. It is also, I confess I believe, next to impossible! I cannot visualize there ever being a universally accepted term to blanket what is now called, among many things, Human Ecology, Family and Consumer Studies, Household Economics, Domestic Science / Arts, Food Service and Home Economics. It becomes even more difficult to contemplate in view of the fact that some of the largest schools (notably Cornell University and MacDonald College, Guelph) have recently adopted two dissimilar names. Rather than risk confusing the already-poorly-informed layman with yet another title, how

much better is the idea to keep our present name, continue our striving to improve and maintain a good image, and, through more developed research and other contributions to society, make ourselves known.

The second challenge I wish to mention is that of encouraging men to enter the profession. I am in accord that this will be a desirable course of events and, when I stand back to attain a better look at the changing shape of society, I am assured that the day is not far off when men will not be loath to be associated with home economics. The historical roles of men and women, once dictated by the necessity of living, are changing with the more leisurely outlook which pure existence is beginning to have. Activities once viewed as solely effeminate are becoming acceptable for both sexes; and what is more, men seem to enjoy delving into such fields as cooking, child-rearing and homemaking. That home economics will soon lose its stigma of being a women-oriented profession is certain.

Me as a home economist

"With changing industrial and economic conditions, the home, the unit of society, was failing to meet the needs of better citizenship. Disintegration of the family was seen on every side. There was frightful waste of human efficiency . . ."⁶

Although written over half a century ago, this quotation seems to me to still have startling relevance today. What can and must I, as a professional home economist of the near future, do, now that I have perceived the problem?

Some hold that I have a moral obligation to contribute to society, especially to the family and individual units therein. Stated thus, this sounds a somewhat burdensome commitment which implies that my home economics training must be put to work in a home economics field. But as I have intimated previously, I think the training will be valuable in almost any area I care to enter. As to my moral obligation to society, I believe this debt exists, but not to the extent to which it rules my life. It has been my observation and experience that if one hopes to ever better oneself, and thereby one's environment, one must first accept one's limitations. To be forever brooding over, or battling against one's inadequacies is not only a futile waste of energy, but it also leads to a sense of frustration which in time becomes itself insurmountable. Hence, my personal philosophy, which is the basis of my philosophy of home economics, hinges on an attempt to achieve self-satisfaction; a self-satisfaction which includes a continuous but not frantic striving for betterment; a self-satisfaction which is open to change, but not strictly for the sake of change; a self-satisfaction which is no way related to non-progressive, reactionary complacency. My education in home economics has taught me to be aware of people and their needs, and it has taught me a number of the skills required to help fill those needs. My objective as a graduate home economist will be to become ever more keenly cognizant of the areas in which I may be of service, and ever more qualified to render that service.

Ellen H. Richards had a well-rounded, well-defined philosophy of home

economics. She maintained that home economics stands for:⁴

"The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society."

She did not arrive at her philosophy in a vacuum. It came from untold numbers of conversations, from reading the thoughts of others, from setting her own down on paper, from hours of quiet meditation and from the informal gatherings and the formal conventions with people like-minded with herself. I can thank her for phrasing in almost poetic form the thoughts which I myself am beginning to hold as a result of similar experiences. And the reader will forgive me for closing with yet another quotation, one not meant to apply to the field of home economics at all, but one which seems to capture the essence of my philosophy on the subject:⁷

"To exalt beauty

In God

in nature

and in art;

Teaching how to love the best
but to keep the human touch."

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From the Editor's Desk —

Producing a journal is an experience. The members of the editorial board are faced with several problems — the main one of which is finance. The money for the journal comes from two main sources — (a) the amount from the C.H.E.A. and (b) from advertising.

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The Advertising Manager has written many letters and made many contacts without much success. Perhaps you are in a position where you can help us with this.

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WHO'S WHO



DEANNA MARY BURNS

Deanna Mary Burns, at present Regional Director for British Columbia, has been an active member of CHEA since graduating from the University of Manitoba. She was Regional HEIB Director, Quebec and Atlantic Provinces for three years, president of Montreal and Vancouver Home Economics Associations, convention secretary at Montreal in 1966, and a member of HEIB's both local and national.

As a Home Economist, Deanna feels that "each graduate owes allegiance and dues first to CHEA as the parent organization and only then to career sections". She also writes, "maybe it should be compulsory to hold a CHEA membership before you can accept a position as a practicing home economist. This statement is certainly militant and likely idealistic but it may be the only way for CHEA to survive. All too many career home economists believe it is enough to "get together" once in awhile and chat, yet never pay dues or give support as a member in good standing of CHEA. I realize it is an almost impossible task to convince these people of their responsibility — hopefully by good example and at least a bit of pressure!"

Regina, Saskatchewan is Deanna's home town where she attended both public and secondary school. From the University of Saskatchewan she received an Associate in Arts Diploma then went on to the University of Manitoba to take up home economics. Further study in Marketing and Advertising has been done at the University of Minnesota.

Before starting on a business career, Deanna taught four years at the Junior and Senior High School level in Winnipeg. She then accepted a position in Montreal as stylist and fashion co-ordinator for J. Walter Thompson Advertising Agency. This position was followed by one as Supervisor of Women's Services, Educational and Fashion Promotion Director for the Singer Company of Canada. Deanna then moved to Vancouver, starting a fashion design and Home Economics consulting business.

Hobbies include sewing, developing recipes and spectator sports. Travel is a "must" in her life style and she has extensively covered her own country and is now taking excursions to other countries.

THE CHALLENGE OF CHANGE IN EDUCATION AT HOME AND ABROAD

by MARGARET HOCKIN HARRINGTON, Ph.D.

Former Chief, Home Economics Branch, FAO, Rome

I propose to deal mainly with the challenge of the change in educational programmes abroad since this is where I feel best able to contribute. However, I trust you will find my remarks have relevance as well for education in Canada.

In a recent public statement Mr. Lester Pearson warned that we are at a turning point in international development work and that the United Nations will diminish and ultimately disappear unless member countries develop a stronger commitment to the world organization. I believe he was referring not only to the need for more financial support but that he had in mind a greater commitment to the aims and objectives of the UN and its specialized agencies. Reassessment and reorientation of international aid and development are over-due, not only because of the inadequacies of such work in the past, but also because of the rapidly changing nature of the world and the problems with which we must deal.

It is 25 years since the Food and Agriculture Organization of the UN was created and given the task of studying world food and nutrition problems and finding solutions to these problems. Progress has been disappointingly slow. However, the Second

Development Decade can bring a great leap forward if we learn to listen more attentively to what our partners in the Third World are trying to say to us about the need for change in education. In the past we have offered them considerable aid and technical assistance and a great deal of advice. We have made mistakes, not because we had ill intentions, but because we lacked many of the skills needed to be good agents of change in developing countries.

Nutritionists and home economists in the developing countries are asking us to open our eyes and take a new look at some of the old ideas, concepts and programmes in development which have been repeatedly used, taught, discussed and written about in development circles. Even if valid at one time many of these ideas and concepts are no longer very useful, and some of the comfortable assumptions of the past may now be dangerously inappropriate. We have been very busy seeking reasons for under-development. This is certainly important, since treatment should be related to causes. However, we have tended to express these reasons in such terms as illiteracy, poor public administration, lack of social justice, lack of ambition, subsistence farming, and so on. Then we have proceeded to postulate a series of requisites for a country's development. But we have

Edited from a speech presented at the C.D.A. C.H.E.A. Convention, Toronto, July, 1970.

forgotten to suggest how these requisites can be acquired. How can a country achieve development in an environment of paralyzing scarcities, where people are extremely wanting in food, shelter and clothing? Governments of the developed countries, including Canada, have not yet given any practical answer to this question.

I think in the past we have tended to look for panaceas and, hopefully, easy ones. For example, we have tended to single out the villager — the man or his wife — as the one who has to change if development is to take place, not realizing that before he can change somebody *above* him must change. This could be the politician, the landlord, the government official or the extension or community development worker. For years nutritionists, home economists, community development and extension workers have struggled on without really trying to effect change in those in authority, sometimes because they are so hard to reach. Slowly we are beginning to realize that the grassroots approach will not accomplish, by itself, the aims of development.

In the past we have stressed the importance of education for “self-help”. Villagers and their families in developing countries, and in the depressed areas of Canada, are often accused of being too dependent on government. We say they must be encouraged to assume responsibility; we must involve as many as possible; development will be facilitated if the people are involved in its planning and execution. This is generally true, yet from years of field experience in action programmes we now know that, for certain kinds of activities at least,

involving everybody may mean getting much less done. Again, we have tended to look at the so-called “agricultural problem” in developing countries as largely a matter of lack of interagency or inter-departmental coordination. Too often there has been an implicit assumption that all that is needed is coordination of effort, working together as a team. We have thought that group action always means sound action. This is by no means true. A Philippine sociologist, Gelia Tagumpay-Castillo, once said, “When we speak of working together as a team we need to consider what kinds of heads we are bringing together”. And, I might add, we also need to have skilled leadership.

Canada’s aid programmes have concentrated on large, tangible, highly identifiable projects which clearly demonstrate the value of aid in both donor’s and recipient’s eyes. It is encouraging to see the gradual shift to integrated projects involving a team approach and a range of technical and financial aid to meet specific priority objectives over a period of time.

We should also admit that there has been a tendency on our part to depreciate the value of existing educational institutions in the developing countries. We have tried to transplant our modern technology and our modern institutions into the environment that needs modernization. Most of the transplants have been failures, simply because a modern commodity requires a modern environment to make it thrive. Malcolm Rivkin, writing in the *International Development Review*, said, “I doubt that developing countries need more lessons in the art of thinking big; they desperately need guidance in the science of thinking small”. Modern

industrialized societies, including Canada, now have large cadres of people trained in social work, community development, nutrition, family counselling, extension and other services. Many of these are specialists in public health, education, vocational training, nutrition, home economics, agriculture, sanitation, individual counselling, group work, and so on. The problem in industrialized societies is that the helping professionals have specialized in technical problems. Each specialist seeks to apply his specialty to those who need his help. However, those who need help seldom need it to solve only one problem. Since we have not found the answer to the question of specialization in Canada should we be encouraging the developing countries to follow our pattern in training their nutritionists, home economists, social workers and public health workers? They need and must have the specialists, but they also need the generalist who sees the interrelatedness of human life situations.

Change is the first law of the universe. The rub comes when change confronts us in our homes, in the universities, and on the streets. It can destroy personal security, social stability and the effectiveness of institutions. We are then in grave trouble because change may leave us bereft of accepted values, workable policies and accustomed life styles. The old world that had become familiar and manageable is passing and the new world has not been born. No one can be certain that the new one is a better world. Our friends in the developing countries say to us to-day, "Please don't push us too fast; don't introduce more western concepts and ideas, especially

in education, than we can understand and use with profit. Try to develop an innovative and experimental spirit toward the development work you do. Give us a chance, and the help we need, to develop our own imaginative programmes, our own innovative strategies. Let us, in dialogue together, try to base the organization of educational institutions and of helping services upon people and social structure rather than upon specialized problems." Some interesting experiments along this line now going on in various parts of the world indicate that it is possible to do this.

For some years students in Canada have been making vague yet insistent demands for more relevance in their schooling. Universities have an obligation to break down some of the artificial compartmentalization of knowledge and offer multi-disciplinary courses which are oriented more to problems in the external world. Practise teaching is included in the training of students in education. Sociology students should have similar opportunities to become involved in community organizations, nutrition students in family nutrition and budgetary problems, and so on. The professors and administrators on Canada's campuses are now responding to the clear demand for relevance, especially at the under-graduate level.

I am sure nutritionists and home economists should be doing a great deal more in the field of adult education, both at home and abroad. Our community colleges should offer good opportunities for such work. In developing countries there is room for a wide range of middle-level education programmes. For example, few such

countries have short courses in home economics or agriculture for primary school leavers. Kenya, Uganda and a number of other African countries are struggling to get such courses established, together with career opportunities and continuous in-service training. Government officials from the Third World are urging us to re-orient our aid programmes, especially in the field of education, so that what we offer will be relevant to the lives and job possibilities of the world's poor. We should watch with special interest the development of UNESCO's functional education programmes now operating in a number of countries and having home economists associated with them.

Lila Engberg, a Canadian home economist who spent five years in Malawi on an FAO assignment and is now in Ghana, recently wrote, "I wonder if we are still over-concerned with bodies of knowledge and technology. The subject-matter of home economics is the stuff of everyday life, but we still need to find ways to fit it in to the life of the people, rather than the other way around. We need to find ways to offer our competencies in an overall context appropriate to the situation. This calls for assistance to the developing countries in building up more than the university type program."

In summary, the more effective educational programmes are those which begin slowly, begin with something relatively familiar, and thus encourage widespread community participation in the learning experience. The attack on the single problem in isolation, if there is any success at all, is more likely to widen the gulf between the haves and the have nots in any particular com-

munity.

Let us now turn briefly to some of the ways in which Canada, through support of FAO, is endeavoring to meet the challenge of change and to make nutrition and home economics programmes more relevant to our times. The over-all programme of FAO is now being developed within the frame of five priority areas. 1. High-yielding varieties of wheat, rice and maize; 2. Closing the protein gap; 3. The war on waste; 4. The utilization of human resources for development; and 5. Saving foreign exchange. With the exception of the last the implementation of these areas of work should involve nutritionists, home economists, food technologists and research workers since all need to have the educational component built in if they are to produce the desired results. FAO is giving increased attention to the production and use of edible proteins as well as expanding public awareness and concern about protein malnutrition. The core of FAO's protein-rich programme consists of activities directed to the feeding of infants and young children. For example, in several countries in Africa activities range from the introduction of soya culture and the use of soya flour in infant feeding to promotion and use of protein food mixture at the home level. To implement these and other nutritional activities and make them effective at the family level FAO is assisting member governments to organize education courses in human nutrition and continues to hold special orientation courses in nutrition for university faculties of agriculture.

The five areas of concentration to which I have referred constituted the

main items on the agenda of the Second World Food Congress, held in The Hague, June 16-20, 1970. Canada's delegation of approximately 50, representing government departments, non-governmental organizations and universities and a goodly number of youth, was guided by the Canadian Hunger Foundation, with Alice Jenner of Regina serving as the Nutrition Consultant. The preliminary report reflects the concern of the participants for more effective implementation of FAO's objectives and a re-orientation of its education programmes to meet changing conditions and needs. The vital importance of education and training in nutrition and home economics at all levels was also stressed. Such education, the Congress stated, needs to start at an early age and be a continuous process. Training in nutrition should be an integral part of curricula for extension personnel. Higher level training in food and nutrition should not be confined to agricultural personnel but medical doctors in developing countries should be given special courses in nutritional science within their own environment.

The report of the Congress also emphasizes that one of the essential factors for insuring basic food supplies is the introduction of an educational system directly linked to rural development. This deserves urgent attention from FAO and UNESCO. Training of farm families as a whole and agricultural workers at different levels needs to be provided on a properly planned basis. Great concern was expressed that the benefits of the introduction of new high-yielding varieties of wheat, rice and maize should spread to all farmers in the country concerned.

There does exist a danger that the gap between the more advantageously placed farmers and the rest might widen considerably. In view of this the Congress recommended that the UN Research Institute for Social Development, together with FAO, start as soon as possible their proposed research on the subject "The Social Implications of Large-Scale Introductions of New Varieties of Food Grains". The need for better data on base food production and food utilization and consumption at household and individual levels was recognized, as was the need for more data on household expenditure on food and other consumer goods. The food consumption of infants and of growing young children should be given careful attention and research in this field should be stepped up. Emphasis was laid on the difficulties of achieving nutritional goals in the absence of an improvement in family income. In many countries this would imply sweeping changes in socio-economic conditions in order to achieve more equitable distribution of incomes and the removal of constraints imposed by culture or tradition which often affect particularly the vulnerable groups. Constraints are often imposed on developing the production potential, particularly for milk, by lack of consumer education and limited purchasing power. Many of the weaknesses of past efforts can be traced to failures of communication between nutritionists, agriculturists, economists and planners as well as lack of power vested in existing nutritional bodies. One interesting suggestion is that FAO might attempt to devise a methodology for calculating development progress at inter-disciplinary level, combining

specifically defined criteria to produce a development index as a further guide to planning.

We in CDA and CHEA are fortunate in having close contact with the work of FAO through the Canadian Hunger Foundation, the successor to the Canadian National Freedom from Hunger Committee which was formed in 1960. Many members use the magazine HUNGER, which is published by the Foundation, in teaching about major problems of world nutrition. The Foundation acts as a liaison service to voluntary agencies throughout Canada. It provides accurate information on world hunger and population problems, producing material which voluntary organizations and agencies may use in their fund-raising and educational campaigns. It also acts as a clearing house and a mouthpiece for the expression of common concern in matters affecting the interest and expansion of the work of these agencies and organizations. Through the Canadian Hunger Foundation each one of us can keep better informed about the many ways in which countries around the world are attempting to meet the challenge of change in education.

The National Research Council, established in 1916, has some 45 associate committees studying a wide range of problems. It supports the research of 2,500 university scientists, and awards nearly two thousand scholarships, bursaries and post-doctorate fellowships.

Science encourages open-mindedness, focused vision, honesty, and desire for truth.

DIRECTOR EXPERIMENTAL KITCHENS

The services of an experienced Home Economist are required to direct activities in the experimental kitchens of the Research & Development Department of the Industrial and Consumer Products Groups of John Labatt Limited. The position is located in Montreal and the product lines involved are those of such associated companies as Catelli Limited, The Ogilvie Flour Mills Company, Limited and Laura Secord Candy Shops Limited.

The incumbent will be responsible for the management of a group involved in the development and demonstration of new concepts and prototypes of foods for the Consumer & Food Service markets. Other duties will include the direction of sensory evaluation panels, assistance to Marketing Departments in such areas as Home Service, recipe development, preparation of foods for photography, preparation of direction copy, etc. and evaluation of quality characteristics in consumer foods. Support staff currently includes two professional home economists and two specialized technical employees.

The successful applicant should be bilingual and possess a B.Sc. in Home Economics or Nutrition. She must also have acquired several years of progressively more responsible technical and administrative experience in the food industry.

Qualified candidates are requested to apply in complete confidence by forwarding a résumé stating educational background, work experience and salary expected to:

Mr. P. A. Cauchy
Industrial Products Group
of John Labatt Limited
P.O. Box 6089
Montreal 101, Quebec

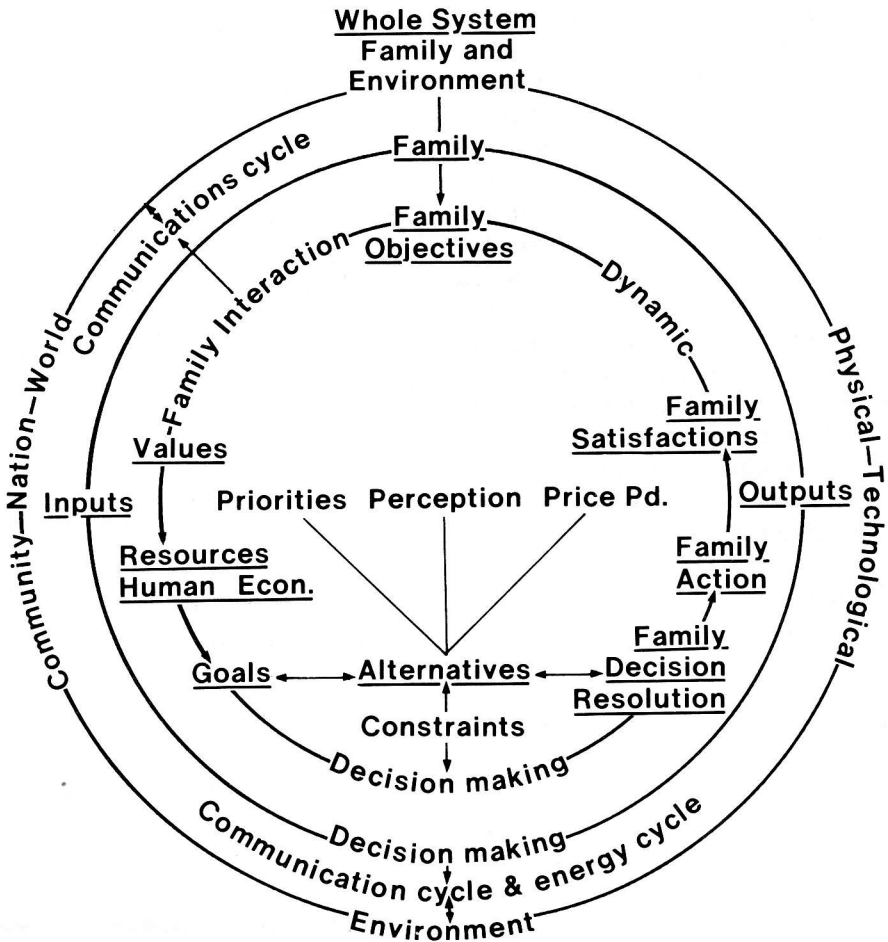
SYSTEMS APPROACH?
ANOTHER LOOK FOR FAMILY MANAGEMENT

by DR. MARY E. SINGER,
Professor, Dept. of Family Studies,
University of Guelph, Guelph, Ontario, Canada

Can a family management framework be approached from a systems point of view? This method is being investigated by at least some of the leaders in the field, and opens up new avenues for thought and investigation. It may mean drastic changes and a new adaptation for families.

In 1966 Maloch and Deacon reported the systems approach as a major stimulus in the overall conceptualization of home management¹ and developed a schematic presentation of their framework to illustrate how it might be adapted to the family.

A Family Systems Approach



In her paper on "Managerial Decision Patterns," Paolucci² describes central-satellite patterns which are characterized by the presence of an important choice. Because of the far-reaching effects the central choice should be made as rationally as possible. To do this much thought, effort, and knowledge should be exercised in selecting alternatives, as well as weighing the consequences carefully before making a decision. Central choices so picked influence the future by placing limits on later satellite choices. For example, when the father's occupational choice is made it influences many other choices in the family both at the time and in the future.

Steidl³ considers an ecological system in the study of management and says that as families seek to improve their level of living there must be interrelationships among the economic, social, and political organizations. Hook and Paolucci believe Home Economists have emphasized social and emotional aspects and now it is necessary to link both the natural environment and social environment.⁴

As discussed in previous papers, the systems approach to the family provides a framework for looking at internal and external environmental factors in totality, that is, the family and environment. The systems are complex but should introduce a type of thinking which will help the family to recognize their problems, all the implications, and in doing so may reduce some of the difficulties of problem solving.

In the pattern here presented the whole system is regarded as the family (nuclear, extended nuclear, or communal) along with the environment (physical, social, and technological).

The family is considered a subsystem of the whole system, while values, goals, and resources are a subsystem of a subsystem. This will provide a frame of reference for the systems when used in this approach to family management.

One of the major reasons for the systems approach is to prevent the family from losing sight of all their central objectives or choices. That is, all values, goals, human and economic resources of each individual within the family plus physical, social, and economic resources in the environment and available to the family, are considered in totality by the family. If family analysis penetrates deeply and thoughtfully there should be maximum attainment of goals of the highest order.

In describing the systems analysis I would like to compare the family, for descriptive purposes, to an investment company. This may simplify the systems method as the economic system is usually more understandable and measurable. But the writer feels that although comparisons can be made in concepts and method, family management is not the same as in business and industry where the primary interest is in efficiency and increasing financial assets. The family is much more flexible and human needs must be satisfied.

Considering then the investment company, an individual investor looks at his total assets keeping in mind the past, present, and future. We could think of his big central objective as wanting to increase financial security from small inputs of money which will someday provide future retirement in comfort. A good businessman will watch many things before each pur-

chase or central objective, such as the growth of the investment company and how his own inputs in the past have increased, as well as keeping in touch with the stock market regularly. That is, he looks at his total assets and the company policy carefully before establishing new goals. Inputs will be the amount invested and capital accumulation and outputs will be interest received. The whole system of the investment company consists of the internal environment of the company in terms of total objectives, constraints on how business is operated, total resources, goals, and management, as well as external factors such as fluctuations in the stock market. The individual investor is a subsystem.

Now making application to the family, their total investment consists of all their assets or inputs, and their expenditures or outputs, in the internal environment of home and family as well as external environment involving physical, social, and technological influences. The inputs are so often thought of as the material goods — money, housing, food, clothing, furnishings, and personal possessions received by the family. But in family management human factors such as empathy, perception, intelligence, knowledge, skills, and energy contribute as much, if not more, to family inputs. Foote and Cottrell⁵ say human resources can be created and the more they are used the more they are developed. These are of the highest quality and extremely important in the family. Also the way in which human resources are used determine the type of material possession inputs and the quality of decisions made for the family. Outputs involve use of total family investments for

themselves and for outside purposes in the way of contributions of time, money, and energy in interacting with others and for their own self-fulfillment. If a family is operating on a systems approach basis each individual will be involved considering assets in totality within their total system for maximum utilization. Inputs and outputs are a subsystem of the whole system.

Total resources would include the dull, everyday, routine tasks which are present-oriented, as well as the larger and future central objectives. Kluckhohn⁶ describes the daily routine as "bundles" of decisions; recent emphasis attaches much importance to these. It is not just the washing of the dishes, or the attention required by the children, or doing the laundry — all of which as performed individually are relatively simple. Rather it is the accumulation of these tasks during the entire day, and the interruptions that occur that make up large "bundles" of challenges drawing upon the creativeness and mental processes of the homemaker and other family members. Therefore, the way in which a decision is made about each tiny task in the bundle create numerous decisions in the total bundle during the course of the day. How they are handled will have a long-range effect on the family. In a systems approach the family as a group should consider these "bundles" as a central choice as well as the large central choices such as purchasing a house, equipment, furniture, or planning the family vacation, or education of the children which are future oriented.

In an investment company values and goals must be assessed and arrang-

ed according to order of importance. For example, a value might be satisfied customers, and the goal, providing such advice that there will be minimal mistakes in investments made. Families also need to think through their values and goals, and likewise place them in rank order. If an investor values, say his present standard of living and his goal is early retirement but he is inconsistent about savings, neither his value nor goal will be achieved as hoped. Values and goals are a subsystem like inputs and outputs. How many families actually have their values well crystalized in mind, and yet, as with the investor if they are not clearly thought through there will be a long-range detrimental effect on the family. Therefore, as with inputs and outputs, there needs to be family interaction resulting in the development and mediation of values so that desired goals will be attained. That is, values need to be shaken out of the subconscious state and brought to the level of awareness.⁷

By this point the family should have completed an inventory of their total investment — we assume they know all their resources, values, and goals; both their assets and limitations. The family then has arrived at another crucial point involving alternatives, or yet another subsystem is being introduced. There are many possible alternatives in the total field of choice resulting in varying degrees of conflict dependent on the problem. Conflict may be due to a difference in the value system of individual family members, in which case compromise may be the only method of resolution. Perception of alternatives is extremely important, as well as selection, for there are only a limited number of decisions which are

feasible and acceptable, that is, one must constrain or impose limitations on the alternatives. Churchman⁸ stresses that because people take a certain route does not necessarily imply this is the way they wish to take but rather that they are unaware of alternative possibilities, or they lack perception.

In an investment company an internal audit is periodically made so that there is a check to see that there are no financial mistakes. So too a family should scrutinize their alternatives to prevent any gross errors in decisions. As with the internal audit, the family should realize their responsibility in weighing the outcomes for each alternative, for a different price will have to be paid for each one considered and the best bargain will likely be the alternative with the lowest price or which will provide maximum satisfactions in future choices. For example, in the present pollution crises, the choice of a second or third family car might solve immediate transportation problems but in the long run might contribute to no cars in the future for family and society, or less extreme, making most of the family clothes because a mother likes to sew might not pay off if the homemaker cannot find time to be with the family or is too tired to be agreeable, which could eventually lead to divorce.

If the financial market fails the family may lose all its money because of poor investments. The same thing can happen in a family because of lack of perception, not seeing feasible alternatives, not making the best decisions for family needs, as may be seen by the example of the homemaker who used up too much of her human resources in sewing. Therefore the

family must realize that all future decisions will be affected by the decision resolution, or the one final alternative selected.

In an investment company computers would be used as a control in an effort to reduce mistakes. So too, in a family there must be controls to see that the plans are being carried out as anticipated and with the final alternative selected. In the investment company, or in the family, this follow-through involves action; action resulting in achievement of the decision resolution without which decision-making is never completed, and values and goals never reached. It is action which moves the family consistently in the direction of improved achievement, and with a systems approach this should be a rational decision-making process.

Decision making is a dynamic process always moving to higher levels of performance with experience. Before beginning anew, a look needs to be taken to see the consequences of past decisions. If the family is perceptive and objective and knowledgeable, errors in making decisions and the price paid should be minimal.

Returning to the investment company, with a computer a small amount of energy can provide a vast amount of information, depending upon the performance of the operator.⁹ As the number of constraints increase it becomes increasingly more difficult for the human mind to sort out alternatives. Whether an investment company, or a family, the computer will provide unbelievable alternatives for consideration. In the future, a small inexpensive home computer may assist the family in providing alternatives.

However much skill and mental process will still be involved for as yet the computer cannot make decisions. The input of the various types of resources placed in the machine will still depend on the operator, and the output will be as good as the input made.

Systems analysis is being used effectively today in business, industry, and government and with highly specialized personnel this new scientific method may be the answer to many of the world's problems in making decisions. Even so, there is concern that if such a method is used universally, human freedom and personal decisions may be eliminated or greatly reduced. However, in the home, the computer would likely be used mainly for family decisions — for better or worse, depending on the knowledge of the operator.

The systems approach as described by Home Economists, and discussed in this paper, may be an efficient method for family decision-makers, and one worthy of careful investigation. It is a dynamic process looking at the whole system, the family and its environment — physical, social and technological. However, one must always be on guard that the human side of the family is not neglected. The fundamental purpose of family management will always be to build and strengthen the home; it must respond positively to the environment demands of change as well as providing opportunities for growth and development of individuals in the family.¹⁰

(continued on page 40)



WHAT'S NEW

by MARJORIE ELWOOD

Green Ball

This is the name given to a new variety of cauliflower — a cross between cauliflower and broccoli. The head resembles cauliflower but is chartreuse green in color instead of the dark green of broccoli. Both fresh and frozen, Green Ball cooks faster, has less tendency to brown, a high eating quality, and is less odoriferous. This cauliflower has been extensively tested in Michigan and here in Canada for three years so it should be available soon.

1 - 2 - 3

A self-layering truly delicious new Jell-O dessert mix. The top layer is a creamy topping, the middle layer a fluffy chiffon and the bottom portion a clear jelly. It's easy to make but does require an electric mixer because the timed beating stage in the preparation is important. The result is reminiscent somewhat of Spanish Cream which also 'layers' upon standing. This new dessert of General Foods is so pretty — whether in lime, orange, strawberry, raspberry, or cherry flavor — that they all can be real party desserts to please young and old alike. Each 4¼ oz. package makes 4 luscious servings and retails for about 39 cents.

Continuous Clean Ovens Revisited

Here are excerpts from "Re-Cap" edited by home economist Virginia Van Nostrand of the Whirlpool Cor-

poration. Both Self Clean and Continuous Clean ovens have their points. We prefer both kinds. But we are amazed at the misinformation going around about Continuous Clean ovens. The story is simple. The *fat* spatters that account for most oven soil — spatters caused by meat — are automatically cleaned away from all parts of the oven which have the special 'Continuous Clean' finish. The secret is in the finish which is basically the same porcelain enamel as has been used for many years but now given a porous texture. So, when fat spatter hits the oven wall, it "wicks out" into the porous finish much like a drop of water on a paper towel. As soon as the fat spatters spread out, regular oven temperatures evaporate or decompose them. How long will Continuous Clean last? We still don't know but the engineering department of Whirlpool broiled and roasted tons of meat in Continuous Clean ovens equalling many years of home use and the ovens still looked clean as new at the end of the testing.

Organically Grown

Supermarket trade publications and newspaper food sections are indicating the "back to nature" cult is becoming widespread. At this time there is no definition by the powers that be for the term "organically grown food". However, a group of organic growers

and retailers have suggested this one — “Food produced on re-mineralized soils, rich in humus and biologically composted, natural fertilizers without the use of synthetic agriculture chemicals, dusts and sprays”. This group considers man-made fertilizers, fungicides, herbicides and pesticides when applied to plants are poisonous. “Flavor” and “You can taste the difference” are the usual comments of the back to nature devotees who are willing to pay the higher prices for so called natural foods. I say “so called” because the fact that a sign stating “organic” on a display of food does not necessarily mean the items were produced in the assumed manner. Rather, it might be that somewhere along the marketing cycle some unscrupulous person decided to take advantage of the “real foods fad” to make more money. There is no law against this practise unless special cures are attributed to a particular item. There are, of course, some bona fide producers of fresh vegetables and fruit grown without man-made chemicals and labeled organic. These are usually packaged under the producers name who is then legally responsible. However, recently, Dr. Bernard S. Schweigert, chairman of the Department of Food Science and Technology at the University of California stated that according to the best knowledge we have, there is no superiority in nutritive value of food grown organically compared with that grown by conventional methods. So perhaps it is just another fad of the moment.

Instant Break Through

By simply whipping boiling water into “Potato Pearls” you have the best

buttery-rich mashed potatoes I’ve ever tasted. They have the fine flavor of russet burbank potatoes and their consistency is just right. They can be machine whipped but also have the advantage of being just as palatable and of the same high quality when mixed right in the steam table pan. The contents of a single carton fills a full size 4-inch steam table pan — there are six 3½ lb. cartons per case and each carton makes 120 servings of 2.6 fluid ounces. The approximate cost is .018c per serving. Potato Pearls complete with nonfat milk and butter flavor, were especially developed for the food service industry but their flavor and ease of preparation are so outstanding, I hope they are available on the consumer market soon. For further information contact G. W. Jones, Western Sales Manager, Food Service Division, C. B. Powell Ltd., 2 Dorchester Ave., Toronto 550, Ont.

An Icing That Floats

Well, that’s the way Betty Crocker’s new Whipped Frosting Mix has been described by their home economist Noreen Bennett. She also describes it as “like no other” for it is a lighter, softer, less-sweet frosting. I found it to be fun to use for it can be swirled, curled or twirled on cakes to make them look professionally iced. And the cake will have a look and taste just as appealing the second day as the first. One 10 oz. package of chocolate or vanilla Whipped Frosting Mix will frost two 8 or 9 inch layers or a 13 x 9 x 2 inch oblong cake or three dozen cup cakes. It retails for approximately 49c per package and is in national distribution.

Wedgewood '71

With the increasing trend toward casual tableware, "Wedgewood in the Great Outdoors" and oven-to-table ware are being featured this year. The latter was launched with two designs — Pennine in a rich chestnut brown and Cambrian in a deep avocado green followed by Sterling and Greenwood, a different shape in the same colors. The latest introductions, Aquarius and Capricorn are the first with multicolor central designs achieving a hand-decorated studio pottery effect.

Quality Picnic Ware

Gone are the days of soggy, bent paper plates and cups, for Canada Cup now has in national distribution their "Hostess" line of plastic picnic ware. It's in bright decorator colors of gold, avocado and tangerine. The hot drink cups in "sleeves" of 5 for 24 cents are perfect for last minute picnics or glove compartment storage. They are also available in sleeves of 25 for 59 cents and 50 for 98 cents.

Deep dinner plates and sandwich plates 6 to a pack, sell at 59 cents for the 8-inch size and 49 cents for the 4 inch. Because they are solid plastic, they do not bend out of shape and also hot and moist foods do not affect their surface. There are packs of plastic, heavy duty cutlery consisting of 6 knives, forks and teaspoons retailing at 49 cents. The design is a handsome Swedish modern — knives cut steak with ease.

Old-fashioned plastic, extra strength, tumblers tinted for that quality look are excellent for poolside beverages and even parfaits. They retail for 20 for 98 cents.

Dispenser size 4 oz. kitchen cups in purple, pink and hot orange, which fit

all existing 5 oz. home dispensers, are available at 30 for 59 cents. In the same gay colors, are larger 9 oz. cold drink cups in packs of 40 for 98 cents.

Vitamins A & D

Added to their instant skim milk powder by the Carnation Company, means this economical source of protein now contains the important fat soluble vitamins as well as the water-soluble vitamins, calcium and other minerals of fluid, whole milk. In making this improvement in skim milk powder, Carnation is following the recommendation of the Department of National Health and Welfare. They urged wider availability and use of products to which vitamins A and D have been added. At considerably less cost than fluid whole milk, Carnation Instant now contains 62½ International units of Vitamin A and 12½ IU's of Vitamin D per fluid oz. It's use is of special significance in weight reduction, high protein needs — pregnancy, malnutrition and geriatrics. Reconstituted as directed, an 8 oz. glass of Carnation instant has only 81 calories compared with 162 calories for an 8 oz. glass of whole milk. It can be so easily added to any fluid milk to increase its nutritional value and of course is great for low calorie desserts. For further information and recipe ideas write to the Carnation Company Ltd., 4174 Dundas St. West, Toronto 590, Ontario.

Wafer Sauces in a Cap

This is a revolutionary idea for canned foods — concentrated sauce mix in a plastic cap made to snap onto the top of most popular can sizes. I will have more detailed news of this in our next issue.



C.H.E.A. Exhibit — Theme and Design, Tryphena M. Flood. Construction, Globe Display Ltd., Toronto.

C.H.E.A. — STRENGTH THROUGH UNITY

This portable and permanent exhibit will be available to any Home Economics or College Club Group. There will be a nominal charge of \$50.00 (to help offset transportation costs) for use of the booth anywhere in Canada. Various leaflets for distribution in the booth are available from the C.H.E.A. National Office, Ottawa.

Pant Suits for those staffing the booth are also supplied. Maximum of four (4) Suits available.

For information and reservations contact:

Tryphena M. Flood,
C.H.E.A. Booth Chairman,
2663 Lakeshore Blvd. W.,
Apt. 805,
Toronto 500, Ontario.

WELCOME

New Members 1971-72 — April British Columbia

Miss Lorne C. Dickie, 509 — 1150 Jervis St., Vancouver 5 — Home Lighting Consultant, B.C. Hydro & Power Authority.

Miss Jan Peskett, 104 — 904 Lytton St., North Vancouver — Home Services Director, Nabob Foods.

Mrs. H. G. Pettapiece, 2047 Ferndale Rd., Victoria — Freelance.

Mrs. Barbara D. Whittle, 1002 — 1949 Comox St., Vancouver 5 — Consultant B.C. Egg Marketing Board.

Alberta

Mrs. Marilyn F. Kirk, 3 — 790 Northmount Dr. N.W., Calgary — University Student.

Mrs. Walter J. Serediak, 7916 — 88 Ave., Edmonton — Teacher.

Manitoba

Miss Donna G. Daniels, 27 Handy-side Ave., Winnipeg 8 — Technician & Researcher.

Miss Carol E. Skinner, Faculty of Home Economics, University of Manitoba, Winnipeg 19 — Lecturer, textiles and clothing.

Ontario

Miss Helen V. Brown, Milk Foundation of Ontario, 208 Elm St. West Sudbury — Regional Nutritionist.

Miss Bonnie J. Lacroix, 15 Susan St., Scarborough — Dietitian, Hospital for Sick Children.

Mrs. C. A. MacKay, 192 Meadow Rd., Whitby — Homemaker.

Miss Catherine M. McClymont, P.O. Box 3511, Station C, Dept. 8754, Ottawa — Research Assistant, Bell-Northern Research.

Mrs. Olga Semeniuk, River Front Rd., Box 355, Amherstburg — Teacher.

Sister Dina Gaudet, 326 Chapel St., Ottawa 2 — Professor.

Mrs. Gerald Thompson, 417 — 1450 Sheppard Ave. W., Downsview 465 — Food Service Management.

New Brunswick

Miss Consuelo C. Agreda, P.O. Box 534, Richibucto — Research Associate, NewStart Inc.

1971 GRADUATES

British Columbia

Miss Linda J. Keetley, 2756 W 14th Ave., Vancouver 8.

Alberta

Miss Dawn Macintosh, 2405 — 83 Ave. S.E., Calgary 31

Miss Judy Sembret, 12406 — 92 St. Edmonton.

Miss Wendy Spooner, 2111 — 71 Ave. S.E., Calgary 28.

Saskatchewan

Miss Diane K. Luke, Box 143, Crane Valley.

Ontario

Miss Jacqueline W. Bates, 1939 Oakdean Cres., Ottawa 9.

Miss Mary Beuermann, R.R. 1, Dublin.

Miss C. Anne Beveridge, Box 48, Site 11, Kenninghall Blvd., Streetsville.

Miss Catherine J. Bissett, 803 — 1010 Broadview Ave. N., Toronto 355 (Associate).

Miss Christine Bowers, 2 — 185 Bowie Ave., Toronto 10 (Associate).

Miss Karen A. Bruce, 6114 Corwin Ave., Niagara Falls (Associate).

Miss Ellen M. Campbell, 1260 Cheverton Ave., Ottawa 8.

Miss Linda C. Chill, 25 Quinpool Cres., Ottawa 6.

Miss Susan Crossland, 143 Seaton St., Toronto (Associate).

Miss Susan Curry, 4 Holton Rd., Scarborough.

Miss Patricia K. Cutler, 15 Bourne-mouth Rd., Islington.

Miss Deborah J. Gorham, 5804 Woodland Blvd., Niagara Falls (Associate).

Miss Mary I. Hands, R.R. 1, Perth (Associate).

Miss Lorraine M. Holding, R.R. 3, Owen Sound.

Miss Peggy L. Hughes, 5782 Highland Ave., Niagara Falls.

Miss Marilyn P. Jones, 672 Amberley Ave., London 74.

Miss Sharon P. Mitchell, 153 Springdale Blvd., Toronto 359 (Associate).

Miss Karen Moses, 151 Waterloo St., Mitchell.

Mrs. W. T. Pezzack, 17 Kilburn Place, Toronto 627.

Miss Margaret Ann (Peggy) Quinney, 2203 Clarendon Park Dr., Burlington.

Miss Constance Wagner, R.R. 2, Carp.

Miss Bonnie L. Wilson, R.R. 4, Markdale.

Miss Sheila Young, 3617 Highland Ave., Ridgeway.

New Brunswick

Miss Lorraine-Marie d'Entremont, 307 Archibald St., Moncton.

Nova Scotia

Miss Linda P. Jacobs, 10 Sumac Lane, Clayton Park, Halifax.

Miss Eileen L. Lohnes, 13 MacKenzie St., Lunenburg.

Miss Linda A. L. Mossman, P.O. Box 552, Bridgewater.

Miss Donna C. Smith, P.O. Box 306, Middleton.

Miss Susan B. Webber, Westport, Digby Co.

Prince Edward Island

Miss Olive M. Moase, Kensington.

Miss Jane Williams, 45 Ambrose St., Charlottetown.

New Members February 1971:

Ontario

Miss Catherine J. Creal, 42 Dromore Cres., Hamilton — Toronto Teacher's College. Graduate 1970.

Prince Edward Island

Miss Judith M. Dillon, 60 Kent St., Charlottetown — Community Nutrition Intern, Montreal Diet Dispensary. Graduate 1970.

Scientific progress today does not follow a gradual upward curve in the 19th century way. It is exploding all about us because of new findings in every branch of science.



ABSTRACTS OF CURRENT LITERATURE

Prepared by Staff Member

Department of Dietetics

University of Ottawa

Accidental Burn Injuries: A Review

K. McDonal, R. Davies and

B. F. Smith

1971

Textile Chemist and Colorist,

April 1971 vol. 3, No. 4

The authors point out that in 1967 the provisions set out in the Flammable Fabric Act were extended to cover interior furnishings as well as apparel fabrics. Because of the interest generated by the 1967 amendment numerous studies were conducted on the extent to which textile products contributed to burn injuries.

Information for these studies came by way of official reports from police, coroners, and fire marshals; from hospital personnel and medical records; and from reports given by the burn victims themselves.

The studies were concerned with the circumstances associated with the burned individual such as age, sex, geographic location, cultural/sociological background, severity of burn, and the type of materials ignited.

Information collected seemed to indicate that the composite burn victim was usually a very young or very old male who lived in the East South Central States and belonged, according to the occupation of the head of the household, to a lower social group. His accident had occurred at home and was probably caused by a heating appliance igniting a fabric or a liquid. If his apparel became ignited his chances of dying or of requiring pro-

longed hospitalization were very greatly increased.

Proposal for reducing burn injuries included an educational program directed towards familiarizing the consumer with the facts concerning fabric flammability for the strengthening of flammability standards.

Day Care For Children — Assets and Liabilities

E. Prescott and E. Jones

1971

Children, 18:54

Today many concerned people advocate group day care as an opportunity to get the preschool children of poor families out of what they regard as inadequate homes into educational settings.

Data collected in a recent study in Los Angeles shows that the variety and quality of the experiences available to children in day care centers are somewhat different from those provided in family homes. Marked differences among the centers were associated with the attitudes and training of the staff, the quality of physical space, and the center's size. Centers in which the teacher's manners were rated as sensitive and the children's involvement in the activities as "high" were most often those that were moderate in size, that had good physical space, and that were staffed by teachers with some special training in early education.

Good homes and group programs differ in the problems they present to

children. The authors compare these programs in relation to a series of dimensions that have implications for the quality of children's growth. In brief these are:

1. Day care centers are marked by an absence of strong feelings and of activities that might evoke them.

2. There is usually greater opportunity for large muscle activity in most centers than in urban homes.

3. Group day-care gives children less access to adult attention than they would have in a good family home.

4. Both boys and girls need adult role models of both sexes. In families these models are provided by the presence of both parents or by close extended family relationships, or both.

5. Individual attention is more limited in day-care centers.

6. Relationships are likely to be more superficial in day-care centers than within a family.

7. Concern for safety in groups day-care centers tends to restrict a child's need to exercise initiative.

8. The learning opportunities available to children in day-care centers are many, however, they fail to offer children those which test the limits of their skills.

9. A smoothly running day-care center can easily insulate children from unplanned encounters.

According to the authors, group care is only one of the several options for working mothers. Other possibilities are family day care or half-day nursery school with afternoon care in a family setting.

Imaginative and careful planning as well as good parent-staff communication can often provide a balance for growth even in unpleasant settings. The

sort of balance will vary with the values of the concerned adults and their assessment of the child's need.

"Conditionnement congénital extra-héréditaire de l'obésité chez l'homme"

"Congenital Extra Hereditary Conditioning of Obesity in Man"

D. Sdrobeiei

1970

Cahier de Nutrition et
Diététique (Paris) 4.65

Congenital extra hereditary conditioning to obesity has been demonstrated recently as an irreversible process related to a high fat diet during gestation in rats and mice.

A study done on 1000 obese women attending out-patient clinics in Bucharest points out to the following: a high frequency of obstetrical trauma in the obese patient; the precocity of appearance of obesity in the traumatized offsprings and the high frequency of macrosomic foetus among the non-diabetic obese.

In the absence of direct proof of the mechanism involved, the theory elaborated is an impaired glucose metabolism, as experienced in the pregnancy of diabetic obese.

Insulin does not cross the placenta walls, however, glucose does and moves freely to be incorporated in the foetal blood circulation. As a consequence, hyperglycemia and elevation of plasma free fatty acids appears which in turn triggers foetal hyperinsulinism. The end result of this mechanism is the deposition of fatty tissues in utero, four weeks earlier than normal. Therefore in these circumstances, macrosomia appears around the 28th week of pregnancy.

Almost all macrosomic foetus are

born from mothers who gained excessive weight during pregnancy. It is most probable that extra calories and pathogenic conditioning are combined to maintain prolonged hyperglycemia after a meal.

Therefore it is concluded that the transmission of the tendency to obesity is not only conditioned by genetic factors but also is attributed to extra hereditary factors such as a faulty diet during pregnancy.

People design — Living Spaces

L. Ferrabee

1971

Canadian Interiors, 8 (No. 3), 7-22

Today's lack of participation by the individual in deciding his own domestic environment is the antithesis of our pioneering background. For generations the residents of Canada built their own houses to suit their own pattern of life, using the tools and materials at hand.

This article shows how our living spaces evolved and how they have failed to keep pace with today's life styles.

Early living space was one large room which changed as life styles became more gracious, and the various areas were partitioned off. Much of the early future was dual purpose.

Today's life styles and use of spaces differ radically from yesterday's. Storage of ever-increasing number of possessions should be modular and make maximum use of available space. New storage requirements are related to labour-saving devices.

In Canada, the kitchen developed from the pioneers' common room which in the first houses occupied the complete ground floor. The open fire-

place was usually in one wall and the pots and pans were kept hanging over it within easy reach. As early as 1870, the kitchen developed into a long narrow room and was designed to have windows. The kitchen is for many families the work and social focus of the home.

Canadians move on an average every five years. How much stuff do they really want to take with them? An increasing number of the population lives in apartments and condominiums. A space could have movable partition walls, some of them storage walls, so that each tenant could arrange his own living areas. Real change will have to be made when the consumer demands a reasonable choice of flexible living accommodation and more appropriate interior fittings to put in it.

FOR NEXT SUMMER'S PLANNING

June 28, 29, 30, 1972

Pre-Conference Workshop—Acadia University, Wolfville, N.S. — Food Technology.

* * *

July 3 - 6, 1972

C.H.E.A. Convention - 1972 — Nova Scotian Hotel.

* * *

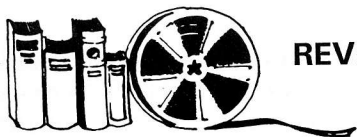
July 21, 1972

International Home Economics Association — Helsinki, Finland.

* * *

October 21 - 23, 1971

University Clubs (A.C.H.E.S.) — Annual Meeting — Charlottetown, P.E.I.



REVIEWS

Needlepoint Design

Louis J. Gartner Jr.

A House and Garden Book

William Morrow & Co., Inc. —

New York.

In Canada available through George

J. McLeod Ltd., 73 Bathurst Street,

Toronto 2B, Ontario.

Price: \$19.95.

For those whose experience with needlepoint has been to fill in the background in order to achieve stool or chair covers, handbags or other trivia, it may be startling to realize that one can design and execute from the beginning any theme or subject of artistic merit in needlepoint.

From choosing the design, deciding the colors to be used, where and/or on what it will be displayed, the needlepointer is guided, encouraged and exhorted by the author of *Needlepoint Design*. This is a comprehensive book with information on canvases, wools, needles, stitches, and even how to block the finished product.

The designs illustrated are available to the book's owner (and friends) to use for source material. Simply trace, have a photostatic enlargement made, compose your masterpiece and transfer to canvas. The directions are there for the follow-through! The colored photographs are excellent and give an idea how the finished "piece" will look. Mr. Gartner's source material for designs is fascinating — picture postcards of Europe, art gallery catalogues, seed catalogues, record album covers, textiles, wallpaper, snapshots of places

and things. His approach to needlepoint — he admits to missionary zeal — is that either women or men are equally capable, and that the challenge of needlepoint is the same as "hammer, nails and lumber, each has to be figured out and made."

First glance at the book may startle the traditional "rose and flower" needlepointer but further involvement broadens the reader's approach to this popular and fascinating pastime. Mr. Gartner is Creative Crafts Editor of *House and Garden Magazine*, as well as a professional designer.

Reviewed by

Mrs. Marjorie Flint,

Toronto.

A Quintet of Cuisines

Michael and Frances Field and the

Editors of Time-Life Books

Distributed by Little, Brown &

Company (Canada) Ltd.,

Toronto

\$7.95

Some of us like cookbooks to cook with, to use the recipes and to plan our meals. Some of us like cookbooks just to settle down with, to read and to enjoy. *A Quintet of Cuisines* is a book for both kinds of people . . . replete with easy to follow recipes and a vivid armchair tour.

This book is another volume in the popular Time Life series entitled "Foods of the World". As with other volumes, the reader travels with an expert guide, absorbing the flavours of both countryside and cuisine. However,

rather than studying one specific cuisine, one visits five different yet fascinating regions — Switzerland; the Low Countries; Poland; Bulgaria and Romania; North Africa.

Michael Field and his wife Frances act as guides as you travel through this quintet of countries. Mr. Field as the culinary expert and Mrs. Field as the artist, team together to produce a text that is both interesting and practical.

Two books make up the set — a hard covered illustrated version, ideal for your library and a companion working recipe handbook.

A Quintet of Cuisine is a must for anyone who enjoys eating, preparing or just reading about good food.

Reviewed by

Jean Patterson,

Canada Packers Limited,
Toronto.

Booklets and Pamphlets (described, not reviewed)

The Tex-Made Manual

A series of sheets which provide information on all aspects of the textile industry. Information is presented in ten sections and several fabric swatches are included. Available free of charge to teachers from the Education and Fashion Director, Dominion Textile Ltd., 1900 Sherbrooke St. W., Montreal 109, Quebec.

It's Your Credit, Manage It Wisely

A 43 page illustrated booklet concerning consumer credit and management of the consumer credit dollar. Glossary and appendix included. Available for 50 cents from Household Finance Corp. of Canada, 85 Bloor St. E., Toronto 5, Ontario.

263 Recipes In Praise Of Cooking

A 76 page illustrated recipe book to

assist the beginner and add new recipes to the repertoire of the most experienced cooks. Includes menus, recipes, and tips on meal and menu planning. Available for 50 cents from 263 Recipes, Standard Brands Products, Box No. 190, Westmount Station, Montreal 215, Quebec.

Menus In Minutes

Features seven recipes using canned salmon which can be prepared in 60 minutes or less. This folder and others are available in French and English from The Canned Salmon Association of British Columbia, Box No. 3798, Postal Station "D", Vancouver 9, British Columbia.

Films and Filmstrips (described, not reviewed)

Be Credit Wise

An 87 frame, 35 mm., color filmstrip with record or script, dramatizes credit experiences of Sue, Jim and Steve. Illustrates various types and sources of consumer credit, as well as the advantages, disadvantages and responsibilities involved. Filmstrip, record and teaching guide (\$2.50) or filmstrip, script and teaching guide (\$1.75) is available for purchase from Household Finance Corp. of Canada, 85 Bloor St. E., Toronto 5, Ontario.

The following are available on short-term loan from the Home Economics Dept., The British Columbia Egg Marketing Board, 31939 South Fraser Way, Clearbrook, British Columbia.

"Fresh Eggs" — 16 mm film, 5 minutes in length.

"Eggs Basic" — filmstrip or slide presentation, 52 frames with script.

"The Egg — Nature's Masterpiece" — a 28 frame slide presentation. Script included.

SOCIO-CULTURAL FACTORS AND THEIR INFLUENCE ON THE ATTITUDES AND CONCERNS OF YOUTH

DOROTHY FRATER, Ph.D.

Co-ordinator of Home Economics

Nova Scotia Teachers College, Truro, N.S.

(This study analyses the extent to which specific socio-cultural factors within five communities are a pre-determining influence on the attitudes and concerns of youth towards themselves and their families.)

According to Taba (1953), "learning is facilitated when the learner focuses on tangible tasks that have reality for him." The learner is more likely to become involved with his subject matter if he sees a relevancy, an immediacy, which will help him to focus on the issue and which will liberate the energy required for the confrontation. This need to deal with real issues is a matter of urgency to all teachers, but it poses unique problems for the home economics teacher, dealing as she does so intimately with values in family living.

In the area of personal relationships, problems of adolescents stem from two sources: first, the developmental tasks necessary to the process of growing up demand that the teenager restructure his value patterns; secondly, and closely intertwined with the need to push towards maturity and independence, the attitudes and concerns developed within the young person by his his family and community — whether intentionally or not, exert their own peculiar pressures. There are his heritage, and may not be overlooked. They tend to minimize or increase the extent of the struggle which confrontation

with developmental tasks must bring to all youth.

It was the premise of this study that certain socio-cultural forces within the home and the community may be predicted to influence the attitudes and concerns of the adolescents of a high school in certain observable directions. Such factors are the ethnic origins of the families, the social status of the majority of the students, the influence of the predominant religion, and the size and degree of isolation of the community or groups of communities. Other variables which interact with these are the education level of the parents, the family size, whether or not the majority of the families are complete two-parent families, and whether or not a high proportion of the mothers work outside the home. If the teacher is able to analyze and interpret these it should alert her to some of the trends in problems and interests of her pupils.

The Study

The subjects chosen for study were the students of grades nine to twelve in five high schools in Nova Scotia, Canada. These were schools in widely separated communities each of which represented some of the major cultural

Summary of research, Pennsylvania State University, December, 1970.

and economics forces within the province. They included Anglo-Saxon background and Acadian French; Catholics and Protestants; fishermen, farmers, coal miners and steel plant workers; rural dwellers and urban dwellers. The total number studied was 1,454 boys and girls.

Attitudes and concerns in personal and family living were measured on an instrument which was an adaptation of that constructed by Moore and Holtzman for their Texas Cooperative Youth Study (Moore and Holtzman, 1965). Fourteen scales, each consisting of a series of statements, measured student commitment in the following areas: Orientation to Society, Orientation to Authority, Criticism of Education, Criticism of Youth, Family Problems, Self - Inadequacy, Family Tension, Personal Adjustment, Social Inadequacy, Resentment of Family Life Style, Social Conformity, Social Isolation, Financial Troubles, and Resentment of Dependency. Students responded on a five-point continuum to register degrees of agreement or disagreement, or concern or lack of it, as statements were presented.

The first hypothesis was that there would be differences in the attitudes and concerns of adolescents between and among the five communities studied. This hypothesis was supported, with results showing statistically significant differences among communities on each of the fourteen scales except that of Family Problems.

Individual scores were re-grouped to find whether difference in attitudes and concerns as shown on the fourteen scales could be attributed to any of the following socio-cultural factors: father's occupational status, education of

father or mother, religion, ethnic origin, rural or urban orientation of the community, whether or not the mothers worked outside the home, and whether or not families were complete two-parent families. Scores were also re-grouped to learn whether there were differences attributable to age, grade level and school program (academic or general). The second hypothesis, that each of these factors had a significant influence on scores, was supported, with one exception, namely whether the home was a two-parent or a broken home. A summary of the ways in which these factors influenced the scale scores is given below.

Occupation and Education of Parents

The level of occupation of the father was measured on a nine point index of occupational status, following Blau and Duncan (1967). As the fathers' occupation level, and also as the fathers' education and mothers' education increased, the youth showed more positive attitudes towards their families, their schools, their peer group, and fewer problems and concerns in the areas of personal and family life. It was to be expected, of course, that there would be a direct relationship between and among scores for father's occupation level and for each parent's education level, as there is obvious correlation amongst these factors. Thus youth of high school educated parents had significantly fewer problems than those whose parents had grade eight or less, and youth of college education parents had fewer problems still. One exception was that children of college educated fathers were more critical of their peer group than those of high school educated fathers.

Scores on the scales Social Inadequacy, Social Isolation, Social Conformity, and Resentment of Dependency were not shown to be affected by father's occupation level, or father's or mother's education.

In connection with this finding it is noteworthy that the mean father's occupation and parents' education levels were quite low in all communities except the urban one (named City in the study). Tables 1 and 2 give statistics.

Table 1 — Mean and Standard Deviation of Fathers' Occupation Levels

Key: (Sample occupations in each category)

1. coal miner, laborer
2. fisherman, farmer
3. mechanic, bus driver
4. retail salesman, policeman
6. store manager
7. stenographer, draftsman
8. teacher, accountant, chemist
9. engineer, bank manager, physician

Community	Mean Occup. Level	St. Dev.
Miner	2.62	1.97
Farmville	3.82	2.29
French	3.18	2.21
Fishing	3.13	1.84
City	5.72	2.39

Table 2 — Mean and Standard Deviation of Fathers' and Mothers' Education

Key:

1. no school
2. grades 1-4
3. grades 5-8
4. grades 9-10
5. grades 11-12
6. one year college or post-school education
7. two or three years of college
8. university graduate

Community	Fathers' Education		Mothers' Education	
	mean	st. dev.	mean	st. dev.
Miner	3.71	1.09	4.05	1.07
Farmville	4.56	1.52	4.72	1.17
French	3.56	1.56	3.87	1.32
Fishing	3.65	1.13	4.12	1.11
City	5.32	1.80	5.12	1.44

Religion

With 98 per cent of all students claiming to be either Catholic or Protestant these two groups were studied to explore the influences of religion. (Table 3)

Table 3 — Number of Students in Each Religious Division

Religion	Miner	Farmville	French	Fishing	City
Catholic	247	22	264	19	83
Protestant	53	196	19	332	189

Religion was found to affect the score on one scale only, namely, Social Inadequacy. On this scale the Protestants scored higher, indicating more concerns and problems in the areas of being unsure in social situations and unable to make friends easily. However, the small minority groups, whether Catholic or Protestant, expressed more problems than youth of the majority religion, which would suggest that these minorities are somewhat uncomfortable in social situations. Religion was so closely tied to community, the students of two schools being predominantly Catholic and another two predominantly Protestant, that in studying the effects of religion it seemed necessary to examine community differences also. On two scales, Family Tension, and Personal Adjustment, Miner, one of the two Catholic communities, scored significantly higher than any other community except French, the other Catholic community, indicating more problems in these areas. Family size was examined as a possible vitiating variable but no definite conclusion was drawn; there were some very large families in the Catholic communities but the mean number of children per family in all five communities was high. (Table 4)

Table 4 — Family Size

Community	Mean Number of Children per Family	Standard Deviation
Miner	5.39	2.27
Farmville	4.05	2.01
French	5.80	2.38
Fishing	4.14	1.95
City	3.81	1.89

No other socio-cultural factor studied accounted even partially, for this difference between Catholic and Protestant communities.

Ethnic Origin

Very few of the students in any community were foreign born, the maximum number being 33 (out of a total of 286) in the urban school. Apart from the Acadian community, a negligible number of students spoke a language other than English in their homes. Thus, the only ethnic factor which was relevant was the Acadian French background of the majority of the students of one community. Where differences between this community and the other four could be accounted for in no other way, it was assumed the difference was probably a feature of the French Canadian culture. Significant differences were shown on two scale scores. Orientation to Authority, and Social Isolation, on both of which the French Canadian community scored higher. On the former this indicated a value for strict discipline and obedience to authority; on the latter it indicated a feeling of being rejected by others, or isolated socially. In studying the differences made in scores when the mother worked outside the home, it was found that when the Acadian French mother goes out to work the son or daughter expresses significantly fewer problems on the Social Isolation scale. None of the factors analyzed suggested the reason for this. (Table 5)

Table 5 — Characteristics of Working Mothers and the Total of Mothers in French

(For key to education levels see Table 2.)

	Total	ing	Speak- ing	Educ. level	No. of Children
Working mothers	71	41	30	4.45	5.2
Total of mothers	284	174	110	3.87	5.8

It will be observed from this table that the two groups were very similar except that the mean educational level of working mothers was somewhat higher than that of non-working mothers. However, mother's education was not found to be a factor which influenced the score on the Social Isolation scale. It would seem, therefore, that when the mother is at home all day she exercises a restrictive influence on her teenage children.

In studying the differences made by sex, it was found that boys in French expressed more problems than girls on four scales where the mean of all communities showed girls scored significantly higher than the boys — indicating that girls had most problems. These four scales were Family Tension, Personal Adjustment, Social Inadequacy, and Resentment of Dependency. Thus, the results indicate that boys in the Acadian community encounter unusual difficulties in meeting their tasks of adolescence. Nothing in the study explained why this should be so. Garigue (1969) found that in Quebec French households there is emotional dominance by the mother, and this may be true also in the Acadian community and may account at least partially for some of the unique findings.

A variable in the Acadian community which required consideration

was the fact that somewhat more than half of the students under study spoke English as their native language while the rest spoke French (174 English speaking, 110 French). All the latter must have been bilingual, as English is the language of instruction in the high school. Significant differences were found between the two groups on scores on one scale only, that of Criticism of Youth, the French speaking group expressing themselves as more critical of their peer group than their English speaking counterparts. As the French speaking group had a somewhat lower mean level of occupational status of the fathers, and education levels of both parents, it was thought that the difference on this scale may have been more a feature of these factors than it was of the language spoken at home.

Rural, Urban

Rural or urban orientation was measured by community size. One community had a totally urban orientation, and one, although composed of several villages, was on the outskirts of a large urban area and therefore could be considered to be partially urban. The other three communities were definitely rural. The urban community differed significantly from all others in having a more relaxed attitude toward authority and toward the disciplining of children. It was thought this difference was in part due to the urban orientation but also in part to the higher occupational level of many of the fathers in this community, this factor having been found to influence scores on Orientation to Authority. Both this community and the partially

urban one had significantly lower scores than the other three on the Criticism of Youth scale, indicating greater acceptance of the peer group. As there was little similarity between these two communities on the other major socio-cultural factors measured, this was felt to be a feature of the urban orientation, possibly of the greater opportunity in a more populated environment for young people to choose congenial friends.

City had significantly lower scores than as many as three other communities on another five scales, namely Personal Adjustment, Social Inadequacy, Resentment of Family Life Style, Social Conformity, and Financial Troubles. Both urban orientation and the higher mean level of father's occupation and father's and mother's education were felt to be contributing factors in accounting for the fact that City youth expressed relatively few problems in these areas.

Grade twelve in City showed significantly more pessimism toward society than did grade ten in that community, and significantly more criticism of education than did grade eleven. The increase in negative attitude at this grade level may again be assumed to be a feature of the urban orientation. It appears in spite of the higher occupational status and educational level of parents which in general were shown to have a lowering affect on scores on these scales.

Working Mothers

The proportion of mothers working for pay outside the home was as follows: 22 percent in Miner, 25 percent in French, 30 percent in Fishing, 36

percent in City, 39 percent in Farmville. Whether or not the mother worked was not shown to affect attitudes and concerns as measured by the scale scores in any community except French. The effects of this factor in French have already been discussed.

Broken Homes

The category 'broken homes' was used to indicate whether the youth lived in a family with both his parents, or whether because of divorce, separation, or death of one of the parents this was not the case. The number of broken homes was small, varying from 7 to 11 percent in each community. No differences were shown on the scale scores when a youth came from a broken home. No analysis was made, however, of the period of time for which this home had been broken, or what were the present circumstances in the home. If different attitudes and concerns did exist, the category used was too wide and all-encompassing to register the real problems which some of the youth may have been experiencing.

Grade, Program, Sex

Differences in attitudes from one grade to another reflect problems of developmental tasks. Thus, on all scales except one, scores decreased as grade level rose, grade nine showing most problems and grade twelve fewest. The one scale score not affected by grade was Financial Troubles.

Concerning program it was thought that the 'general' group in each grade might show more pessimistic attitudes and more problems than the 'academic' groups. This occurred however on four scales only, Orientation to Society,

Orientation to Authority, Criticism of Youth, and Family Tension. The 'general' students were somewhat older for their grade and somewhat more limited in career opportunities and these factors could account for the differences.

Sex differences in scores showed the influence of the need to meet the expectations of our society as well as to accomplish developmental tasks. Thus boys expressed more criticism of education and more pessimism toward society; also they scored higher on Orientation to Authority, which may reflect a belief in strict discipline for children more than it does obedience to authority. Girls indicated more problems in getting along with their families, suggesting the greater restrictions placed on girls than on boys in our society. They also expressed more problems in establishing themselves socially, which would be an expected feature of the way girls must meet their developmental tasks within our culture. The reversal of the general trend on two scales in the French community has already been discussed.

Thus, all the socio-cultural factors studied, with the exception of broken homes, had a marked influence on attitudes and concerns of youth in personal and family living in one or more communities. Differences in scores for each grade level and for sex showed the influence of the need to accomplish developmental tasks common to all adolescents.

Implications for the Home Economics Teacher

If Family Life teaching is to be meaningful, the teacher must be very aware of the socio-cultural factors operating in the lives of her pupils.

A close understanding of the effects of these cannot of course reveal all problems, but it can at least suggest some signposts to alert the teacher to the probable areas of concern.

The needs of the pupils must be re-interpreted within each school if relevancy is to be maintained. Whether or not it is functional, in terms of a good learning situation, to teach the same material to all the class of twenty or thirty students, depends in part on the degree of homogeneity of culture within the group. A case is made for individualizing instruction to meet individual needs and interests. It is impera-

tive that provincial or city curricula be kept extremely flexible so that the teacher may readily adapt them to her class and to individuals within the class.

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HAPPENINGS

International Federation of Home Economics

The International Federation of Home Economics is your international association which holds an international congress every five years. The aim of the association is to "promote in all the countries the development of Home Economics Education".

The Federation is composed of members formerly called collective members (representatives of public authorities, national committees and professionals concerned with Home Economics) and of individual members who are called Associate Members. Our Canadian Home Economics Association holds six collective memberships and any C.H.E.A. member may be an associate member of I.F.H.E. The fee is \$4.50 in U.S. dollars for an individual.

The administration is controlled by a permanent council and a general secretary. The president for 1970-72 is Frl. Leny Voellmy of Switzerland. The general secretary for 1970-74 is Made-moiselle J. de Luget of Paris. The next congress will be held in Helsinki, July 24-29, 1972.

I.F.H.E. has set an objective of the need for 5,000 copies of the Bulletin by 1971. To do this they need help from all of us to join as individuals.

Consumer Interest

In February 1971, The College of Family and Consumer Studies, University of Guelph, began publishing a bi-monthly newsletter for professional educators who have an interest in the consumer field. It includes an annotated bibliography of books, pamphlets and journal articles; book reviews; in-

formation about provincial and federal legislation relating to the consumer interest in the market; and brief news items. Subscription rates are \$5/year, \$9/2 years and \$2.50 for students. Sample copy free on request from The Consumer Interest, Department of Family Studies, University of Guelph, Guelph, Ontario.

Western Hemisphere Nutrition Congress

The third Western Hemisphere Nutrition Congress will be held at the Americana Hotel, Bal Harbour, Florida, August 30-September 2, 1971. The Congress has been organized by the American Institute of Nutrition and the American Medical Association's Council on Foods and Nutrition in co-operation with the Nutrition Society of Canada and the Latin American Nutrition Society.

Requests for brochures and registration forms should be sent to —

Philip L. White, Sc.D.

Secretary

Council on Food and Nutrition

American Medical Association

535 North Dearborn Street

Chicago, Illinois 60610.

A Coffee Party for C.H.E.A. Members

A coffee party to meet the provincial director Martha Allan was held recently by several Saskatoon members. Wanda Young and Edith Simpson, past presidents of CHEA, and Madge Guilford, first business manager of the CHEA Journal, were the hostesses. Four members of ACHES (Association of Canadian Home Economics Students) were present to tell about the proposed constitution for ACHES.

Candace Dorn, the convenor of the ACHES Constitution Committee, was supported by several of her class mates: Brenda Smith, Rita May and Diane Gaertner.

Martha Allan made no apology for the increase in CHEA fees. She paid tribute to all those who have carried their professional responsibilities in the past through being members of CHEA and paying their own expenses as committee members and officers. She challenged home economists everywhere to carry their professional responsibilities by being members now and in the future and to make their national association their first professional priority.

The holding of CHEA Coffee Parties is an excellent way to get acquainted with one's professional association. Members are urged to take the initiative in holding coffee parties to talk about the articles which appear in the Journal. Why not write a "group" letter to Mrs. Cochran to encourage her in her activities as president?

What's Happening At The Faculty Of Food Sciences, University of Toronto?

Four months have passed since a motion was presented to the Executive Committee of the Senate which recommended "that no students be admitted to the first year of the Faculty of Food Sciences in the academic session commencing in September 1971". A period of introspection and adjustment for staff, students, alumnae and supporters was followed by a tremendous burst of activity which culminated in a Public Hearing. A motion was finally accepted by the Senate which read, "that for the coming year, students continue to be admitted to the Faculty of Food

Sciences and that a University committee be appointed to study the Faculty within the context of the University and the province". The committee has now been appointed and the Faculty's fate hangs in the balance.

This is not the Faculty's first investigation. In 1960-61 a similar committee met and finally agreed that all previous courses should be dropped in favour of a single curriculum which would allow for specialization in Nutrition, Textiles, Food Chemistry or Type A Home Economics Teaching. Affiliation with the Faculty of Arts and Science was to be dropped and the Faculty of Food Sciences would grant a Bachelor of Science (Food Sciences) degree. These suggestions were included in the curriculum offered to the first students to enrol in the new Faculty in 1963. When they graduated four years later, the Faculty had become a member of the Health Sciences group on the campus, and administrative emphasis was shifting to nutrition as related to this new concept. The committee was no longer in existence to implement its 1960-61 recommendations. Mrs. Lillian Massey Treble was not there to recall that the building which houses the Faculty and bears her name had been endowed for the purpose of maintaining Home Economics education which has a broader environmental connotation. But in October 1970, the Department of Education made it clear that none of the areas of specialization qualified a Food Sciences graduate for Type A accreditation in any discipline. Staff discussions on curriculum revision were at their peak when the possibility of being phased out became a sudden reality. Nevertheless a remodelled curriculum which reinstated the courses

which had been dropped and provided several areas of broader choice was eventually approved by the Senate. It will be initiated in September 1971 by staff and students who have learned a great deal about tolerance and cooperation and working together. Enrolment prospects are encouraging and in the University's name we guarantee that first year students will at least be able to achieve their degree in 1975. We hope to be here even longer!

Systems Approach

(continued from page 20)

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HOME ECONOMICS REGISTRATION IN CANADIAN UNIVERSITIES 1970-71

University	Undergraduate enrolment by years				Total Undergrad.	Post-Graduate	B.Ed. or Educ. after B.H.Ec. degree		M.Ed. (Home Ec.)
	1	2	3	4			B.H.Ec.	B.Ed. or Educ.	
British Columbia	66	74	61	60	261	6	14	14	—
Alberta	82	114	127	—	327	13	96	96	—
Saskatchewan	84	59	43	47	233	1	42	42	1
* Manitoba	148	86	99	8	341	30	30	30	—
Western Ontario	83	55	68	2	208	—	—	—	—
Windsor	57	43	34	—	134	—	—	—	—
Guelph	146	153	139	110	598	17	—	—	—
Toronto (Food Sciences)	37	22	21	16	96	7	—	—	—
* Ottawa	40	29	16	11	96	—	—	—	—
* Montreal	24	24	—	23	71	11	—	—	—
** McGill	29	26	27	15,21**	122	2	9	9	8
* Laval	12	1	12	19	44	3	14	14	—
Moncton	39	22	8	9	78	—	—	—	—
Mount Allison	20	14	18	25	77	—	—	—	—
Mount St. Vincent	55	56	48	24	183	35	3	3	—
St. Francis Xavier	33	32	17	22	104	—	1	1	—
Acadia	50	43	22	25	140	—	—	—	—
Prince Edward Island	28	19	10	12	69	—	—	—	—

* Includes students from both 3 and 4 year courses.

** Students in the 5th year.

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